DOCUMENT RESUME

ED 460 759 PS 026 919

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TITLE	Uncommon Caring: Learning from Men Who Teach Young Children. Early Childhood Education Series.
ISBN	ISBN-0-8077-3739-9
PUB DATE	1998-00-00
NOTE	152p.
AVAILABLE FROM	Teachers College Press, P.O. Box 20, Williston, VT 05495-0020 (cloth: ISBN-0-8077-3740-2, $44; paper: ISBN-0-8077-3739-9, $19.95). Tel: 800-575-6566 (Toll Free).
PUB TYPE	Books (010) -- Reports - Research (143)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Elementary School Students; *Elementary School Teachers; *Males; Nontraditional Occupations; *Primary Education; Sex Differences; *Sex Role; Sex Stereotypes; Sexual Orientation; *Teacher Attitudes; *Teacher Characteristics; Teacher Role; Teacher Stereotypes; Teacher Student Relationship; Teaching Experience
IDENTIFIERS	Caring

ABSTRACT

Kindergarten, first-, second-, and third-grade teachers spend most of their days with young children during what are, some would argue, the most important and formative years of schooling. In this challenging and rewarding effort, men are almost nonexistent. This book evolved from a study of a group of men who teach primary school. Organized in three parts, the book addresses issues related to teaching as caring, teaching as gender-specific behavior, and the relationship of sexual orientation and teachers' suitability. Part I, "A Study of Men's Care, Gender, and Teaching in the Primary Grades," introduces the themes and the framework for the study. Chapter 1, "Uncommon Caring," provides an overview of the issues that surround men's work with children in primary grade classrooms. Chapter 2, "Teaching = Care = Female" describes primary teaching as a female culture. Chapter 3, "Learning from Men Who Teach Young Children" describes the study with the male primary teachers, provides contextual details, and briefly introduces the participants. Part II, "Inside Views from Male Primary Teachers," presents stories written by participants in the study. Chapter are: (1) "It's Still Sexism"; (2) "Men in Primary Education"; (3) "Caring for Others while Teaching"; (4) "Working within Gender"; (5) "Certification, Language, and Learning"; and (6) "What's Wrong with Teaching and What I Do about It." Part III, "Reframing Primary Teaching from Three Perspectives," analyzes the major themes that emerged during the interview, from the men's writings, and from focus group discussions with the male primary teachers. Chapters are: (1) "Caring: A Problematic Model for Primary Grades Teaching"; (2) "Gender Work: Men Teaching in Women's Ways"; (3) "Permissible Teachers: Desire and Sexual Orientations"; and (4) "Reframing the Choices: Lessons Learned from Primary Grade Male Teachers." (Contains 119 references.) (Author/LPP)

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